



PSHE Policy

Nurturing today's young people, inspiring tomorrow's exemplary citizens

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PSHE Policy- Al- Jamiatul Islamiyah

SECTION 1 – POLICY STATEMENT

At Al- Jamiatul Islamiyah, we are committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education that supports the holistic development of every pupil in line with our Islamic ethos. We aim to nurture responsible, informed, and confident young Muslims who are equipped to make positive contributions to both their faith communities and wider society.

Our PSHE curriculum is underpinned by the teachings of Islam and aligned with statutory guidance from the Department for Education (DfE), including Relationships, Sex and Health Education (RSHE), the Equality Act 2010, and Keeping Children Safe in Education (KCSIE).

The Department for Education published updated statutory RSHE guidance in July 2025, replacing the 2019 guidance, with a requirement for schools to have fully implemented the updated guidance, including an up-to-date policy, by 1 September 2026. That deadline has now passed, and this PSHE policy, together with the RSE curriculum it references and the school's separate RSE Policy, has been reviewed and updated to reflect the 2025 RSHE guidance. Areas of particular relevance from that guidance, including content on misogyny and violence against women and girls, online harms, financial harms, and the changes to Relationships Education from Reception, are reflected in Section 3 below. This policy is also aligned with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026, and will be kept under review as further DfE guidance is published.

SECTION 2 – AIMS AND OBJECTIVES

The aims of PSHE at Al Jamiatul Islamiyah are to:

- Promote the holistic (tarbiyyah), spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils for the responsibilities and experiences of adult life, including life beyond school.
- Prepare pupils for life in modern Britain, including understanding British values.
- Support pupils in developing a strong moral compass rooted in Islamic values.
- Help pupils build resilience, confidence, self-respect, and emotional literacy.
- Equip pupils with knowledge and skills to make informed choices concerning health, relationships, safety, and finances.
- Foster respect, empathy, and understanding of others, including people of different backgrounds and beliefs.

SECTION 3 – CURRICULUM OVERVIEW

PSHE at Al- Jamiatul Islamiyah is guided by the Qur'an and Sunnah. Core Islamic values embedded include:

- Taqwa (God-consciousness)
- Akhlaq (good character and manners)
- Amanah (trust and responsibility)
- Haya (modesty and humility)
- Adl (justice and fairness)

Our PSHE curriculum is delivered through timetabled lessons, personal development time, assemblies, workshops, and enrichment activities. It is organised into the following key areas:

Health and Wellbeing

- Physical and mental health awareness
- Healthy eating and exercise
- Puberty, hygiene, and personal care
- Emotional literacy and resilience
- Stress management and sleep
- Substance misuse prevention

Relationships and Sex Education (RSE)

- Understanding healthy and respectful relationships (family, friends, peers, and future marital relationships)
- Islamic perspectives on relationships and sexuality
- Factual information about human development, reproduction, and sexual health, taught within an Islamic framework
- Consent, boundaries, and personal safety
- Online safety and digital behaviour

Living in the Wider World

- Financial education (saving, budgeting, consumer rights)
- Careers education and future planning
- Understanding and challenging misogyny and violence against women and girls (VAWG), including how these link to harmful sexual behaviour, in line with 2025 RSHE guidance
- Recognising financial harms and scams, and the risks of AI-generated or manipulated ('deepfake') online content
- Digital literacy and media influence
- Rights, responsibilities, and the rule of law
- Citizenship, community, and global awareness

SECTION 4 – FAITH AND ETHOS INTERGRATION

All PSHE content is delivered in a manner that respects and reflects the Islamic ethos of the school. Islamic teachings are interwoven into the curriculum to:

- Reinforce Islamic values such as honesty, modesty, justice, compassion, and personal accountability
- Provide faith-based guidance on contemporary issues such as relationships, identity, and wellbeing
- Encourage discussion of how Islamic principles can guide ethical and moral decision-making in everyday life

SECTION 5 – DELIVERY AND TEACHING APPROACHES

- PSHE is taught by experienced staff who receive regular training
- Lessons are age-appropriate, inclusive, and delivered with sensitivity and respect

- Interactive and reflective teaching strategies are used, including group discussions, case studies, and role play
- Boarding pupils have additional opportunities for pastoral and character development through residential activities, mentoring, and evening programmes

SECTION 6 – SAFEGUARDING AND CONFIDENTIALITY

PSHE education supports the school's safeguarding responsibilities. Pupils are taught how to stay safe, seek help, and report concerns. Staff are trained to handle disclosures appropriately and to refer concerns in line with the school's Safeguarding and Child Protection Policy.

For boarding pupils, PSHE and pastoral programmes delivered during boarding time also support National Minimum Standard 17 (Promoting good relationships), helping boarders to understand what makes a healthy, nurturing relationship and to recognise signs of harmful relationships, including teenage relationship abuse, criminal exploitation and sexual exploitation.

SECTION 7 – PARENT/CARER INVOLVEMENT AND RIGHTS

We recognise and respect the vital role of parents/carers in their children's moral and personal development. Parents/carers are informed about the PSHE and RSE curriculum and are invited to attend information sessions. In accordance with current DfE guidance:

- Parents/carers have the right to request withdrawal from sex education elements of RSE that fall outside the National Curriculum for Science.
- Requests will be handled sensitively, and discussions will be offered to ensure parents/carers are fully informed.

SECTION 8 – MONITORING AND EVALUATION

The PSHE curriculum is regularly reviewed to ensure it remains effective, relevant, and aligned with the needs of pupils and statutory requirements. Evaluation methods include:

- Pupil voice and feedback
- Annual subject review of PSHE
- Creation and implementation of PSHE Self-Evaluation Form (SEF)
- Review of planning and resources
- Parent/Carer consultations

SECTION 9 – ROLES AND RESPONSIBILITIES

9. Roles and Responsibilities

The Governing Body and Trustees hold ultimate responsibility for ensuring that the PSHE curriculum, including Relationships and Sex Education (RSE), complies with the statutory requirements set out in the Independent School Standards (ISS) and reflects the school's Islamic ethos. They provide strategic leadership and oversight to ensure the curriculum promotes pupils' spiritual, moral, social, cultural, mental, and physical development in line with ISS Part 2 and Part 3. Furthermore, the governing body ensures that PSHE supports the school's safeguarding duties and the promotion of fundamental British values, as required by the Ofsted Education Inspection Framework (EIF). They regularly monitor the quality, impact, and effectiveness of the PSHE provision and hold senior leaders to account for its implementation.

The Proprietor is responsible for ensuring the school meets all requirements under the Independent School Standards and acts in conjunction with the governing body and trustees to safeguard pupils' welfare and promote high standards of personal development and behaviour. The proprietor ensures that the school's vision and values, including its Islamic ethos, underpin the PSHE curriculum and related pastoral care.

Senior Leadership Team (SLT) manages the day-to-day leadership of PSHE provision, ensuring it meets statutory guidance and the expectations of the ISS and Ofsted. The SLT allocates appropriate resources, oversees staff training, and ensures that PSHE delivery is integrated effectively within the broader curriculum and boarding provision. They also ensure the school meets its safeguarding responsibilities in accordance with statutory guidance such as Keeping Children Safe in Education (KCSIE).

The PSHE/RSE Lead is responsible for designing, implementing, and reviewing a curriculum that is age-appropriate, evidence-based, and consistent with Islamic principles and statutory guidance. The PSHE Lead supports staff development and ensures that teaching materials are relevant and sensitive to the diverse needs of pupils.

Teachers deliver PSHE lessons in accordance with the curriculum framework, fostering a respectful, inclusive environment where pupils feel safe to learn and discuss sensitive topics. They contribute to safeguarding by identifying and responding appropriately to any pupil welfare concerns.

Parents/carers are valued partners in their children's education. The school communicates regularly with families regarding PSHE content and policy and facilitates parent/carer engagement in line with statutory rights, including withdrawal from non-statutory sex education elements.

Pupils are encouraged to engage fully with PSHE learning opportunities, developing self-awareness, empathy, and the skills necessary to make informed, responsible decisions consistent with the school's values and legal requirements.

SECTION 10 – POLICY REVIEW

This policy will be reviewed annually or in response to significant changes in guidance or school practice.

